DOCUMENT RESUME

ED 105 254 CE 003 560

TITLE	Career Education: What It Is and Why We Need It from Leaders of Industry, Education, Labor and the Professions.
INSTITUTION	Chamber of Commerce of the United States, Washington, D.C.
PUB DATE	75
NOTE	24p.
AVAILABLE FROM	Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D. C. 20062 (1-9 copies, $2.00 each, 10-99 copies, $1.50 each, 100 or more, $1.00 each)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Career Education; *Community Involvement; Early Childhood Education; Educational Needs; Elementary Secondary Education; Integrated Curriculum; Post Secondary Education; Program Descriptions; *Resource Guides; *School Community Relationship; Vocational Education

ABSTRACT

The booklet treats career education as the total effort of education and the community to help all individuals become familiar with the values of a work-criented society, to integrate such values into their personal value systems, and to implement those values in their lives so that work becomes possible, meaningful, and satisfying to each individual. It stresses the need for career education in light of high youth unemployment rates, lack of skill adaptability to changing job opportunities, overemphasis on college preparation in high schools, and high dropout rates among college students. It offers examples of career education programs with wide community support in: Boston; Potomac, Maryland; Cleveland; Mesa, Arizona; and the State of New Jersey. It discusses the duties of the following members of the "career education team:" school administrators and school boards; classroom teachers; the industry-education-labor-professional community; counseling and guidance personnel; PTA's, ethnic and cultural groups, civil rights agencies, and other service organizations; the family; and student groups. It also makes suggestions for starting career education programs, including organizing "starter groups" and establishing trends in job skills. A section on where to get help lists 15 articles; 36 books, booklets, and reports; and 4 films. (JR)

ED105254

career education

What It Is
and
Why We Need It
from
Leaders of
Industry,
Education,
Labor and the
Professions

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. . . the student role was not a role of taking action and experiencing consequences. It was not a role in which one learned by hard knocks. It was a relatively passive role, always in preparation for action, but never acting.

The consequence of . . . the student role, and the action-poverty it implies for the young, has been an increased restiveness among the young. They are shielded from responsibility, and they become irresponsible; they are held in a dependent status, and they come to act as dependents; they are kept away from productive work, and they become unproductive.

– James S. Coleman
How Do the Young Become Adults? 1972.

. . . I have asked the Secretaries of Commerce, Labor and HEW to report to me new ways to bring the world of work and institutions of education closer together. For your Government as well as you, the time has come for a fusion of the realities of a work-a-day life with the teaching of academic institutions.

– President Ford
Remarks at the Summer Commencement of Ohio State University, August 30, 1974

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10 to 99 copies	1.50 each
100 or more copies	1.00 each

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Acknowledgment

The preparation of this booklet has been truly a cooperative effort. Representatives of almost all major education associations and of several other national organizations with interests in education spent many hours in work-sleeve sessions over a period of six months reviewing and commenting on successive drafts. Several of these organizations provided substantive material for incorporation in the text. This message of support for career education is therefore a collective one representing the commitment of all the . . .

Organizations Cooperating in the Preparation of This Booklet

The American Association of School Administrators—National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia

American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C.

American Vocational Association, Inc., 1510 H Street, N.W., Washington, D.C.

Association of Community College Trustees, 955 L'Enfant Plaza, S.W., Washington, D.C.

Bricklayers, Masons & Plasterers International Union of America, 815—15th Street, N.W., Washington, D.C.

Council of Chief State School Officers, 1201—16th Street, N.W., Washington, D.C.

Distributive Education Clubs of America, 200 Park Avenue, Falls Church, Virginia

General Federation of Women's Clubs, 1734 N Street, N.W., Washington, D.C.

National Alliance of Businessmen, 1730 K Street, N.W., Washington, D.C.

National Association for the Advancement of Colored People, 1790 Broadway, New York, New York

National Association of Elementary School Principals, 1801 N. Moore Street, Arlington, Virginia

National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, New York

National Association of Manufacturers, 1776 F Street, N.W., Washington, D.C.

National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia

National Congress of Parents and Teachers, 700 N. Rush Street, Chicago, Illinois

National Federation of Business and Professional Women's Clubs, Inc.; Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C.

National Institute of Education, U.S. Department of Health, Education, and Welfare, 1200—19th Street, N.W., Washington, D.C.

National Manpower Institute, 1211 Connecticut Avenue, N.W., Washington, D.C.

National Organization for Women, 5 S. Wabash Avenue, Chicago, Illinois

National School Boards Association, State National Bank Plaza, Evanston, Illinois

National Urban League, 55 East 52nd Street, New York, New York

Office of Education, U.S. Department of Health, Education, and Welfare, 7th & D Streets, S.W., Washington, D.C.

Vocational Industrial Clubs of America, 105 N. Virginia Avenue, Falls Church, Virginia

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Consultant: National Education Association, 1201—16th Street, N.W., Washington, D.C.

The National Chamber also acknowledges the valuable assistance provided by members of its Education and Manpower Development Committee.

career education

About This Booklet

Rarely has a concept held more promise for exciting learning than has career education. Thousands of persons have participated in hundreds of workshops, conferences, and seminars. Teachers and curricula specialists are designing new learning arrangements. And demonstration models are developing innovative school-community relationships. In many ways progress has exceeded expectations.

But despite the near-universal expressions of support and some outstanding successes, only a good beginning has been made. Relatively few of the nation's 60 million students are touched by the career education concept. Clearly, a more effective effort is necessary, and such an effort is possible only through the collaborative leadership of the many organizations and individuals having a direct interest in our schools.

This recognition prompted the organizations listed here to join in this expression of support for career education. We urge our respective members to coordinate their activities at the state and local levels in support of the common purpose of stimulating the wide and prompt introduction of the career education concept among the nation's school systems.

We ask school leaders to invite business, labor, professional and community leaders, including women's organizations and minority groups, to work with them in helping our young people to recognize and utilize relationships between education and work.

Business, labor, professional, and community leaders should also take the initiative. These informed lay persons, working with professional educators, can reinforce each other's efforts in getting career education underway and in sustaining progress. This booklet will highlight some of the things to do.

We wish you much success as you form new relationships for improving the educational experience of our youth.

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Our Concept of Career Education

At the outset let us affirm that the highest aim of education is the development of the qualities of character. For in teaching honesty, justice, integrity, and respect for person and property lies the hope of domestic tranquility and good will in our society—the basis for progress.

Another basis for tranquility and progress is a citizenry using fully its talents at work—that is, in those activities, paid and non-paid, which provide satisfaction for the individual and benefit to society.

Career education complements the primary aim of education by pulling back the curtain that isolates much of education from one of the largest dimensions of life—a man's or woman's work. Education and work are artificially separated today, but they were not so divided in the past and should not be so in the future. A linking of education and work is even more important in a dynamic industrial-service economy than in a less complex economy.

Career education, therefore, seeks to remove the barriers between education and work by emphasizing preparation for work as a major goal of American education at all levels—from the elementary schools through the secondary schools and the universities, colleges, and technical institutions.

Career education benefits all students because they will commence work—begin a "career"—at some point in their lives, whether they leave school at age 16 or graduate from the nation's most prestigious medical or law school at age 30. It therefore applies to the student who will seek a graduate degree as well as the potential dropout. It especially benefits indifferent students by making their learning experience relate to the many ways people spend their lives. And it also helps the young woman who needs to be made aware that even though she gets married and has a family she may spend 25 years or more in full-time employment outside the home—and she will spend 40 years or more in the workforce if she does not marry.

Career education expands educational and career opportunities by stimulating interest in the studies necessary to pursue various lines of work, and by giving students preliminary skills to enter any one of a cluster of different careers. It encourages boys and girls and men and women to consider non-traditional, as well as traditional, careers. And it reminds us that in a changing society, education must be a continuing experience throughout our lives, requiring an "open door" access between school and work.

Career education seeks to enable all persons to make personal, informed career choices as they proceed through life. To do this, they must learn to identify their strengths, weaknesses, interests and aversions. They must then relate these to requirements of the world of work and of the various levels and types of education. This process is vital to a fully useful life, since career decisions are often required several times, and include decisions about promotions and changes in assignments as well as the selection of an occupation or profession. Youth and adults who learn career decision-making skills will have greater career satisfaction regardless of changes in the job market.

Career education believes that learning occurs in a variety of settings, and therefore requires relationships with the business-industry-labor-professional community to provide learning experiences not available to students in a conventional classroom environment.

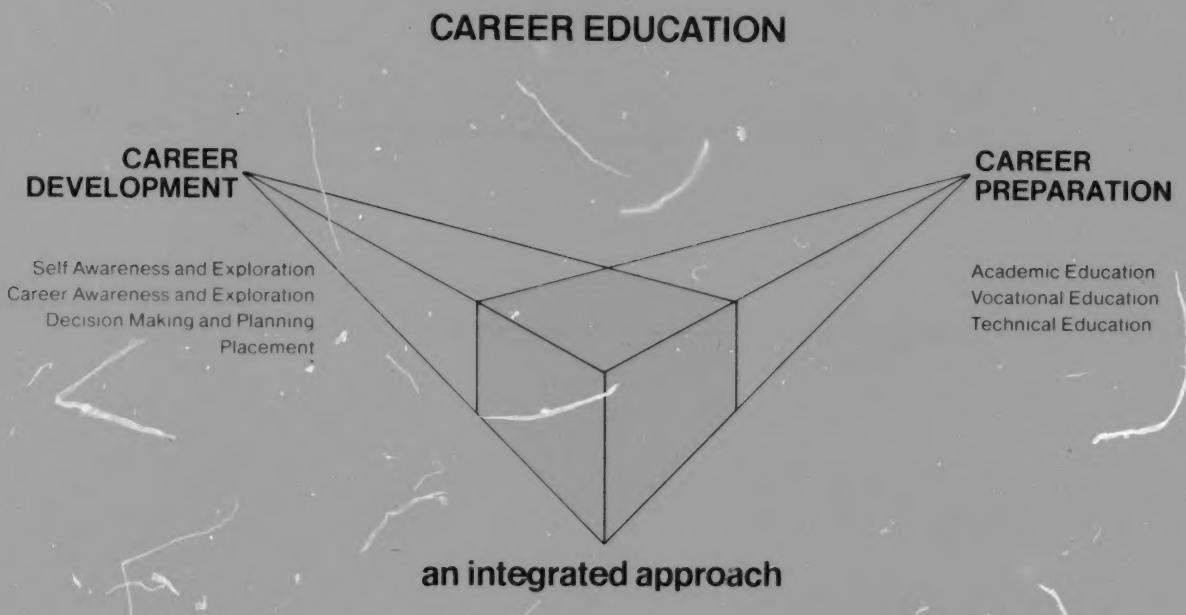
Career education urges that society reappraise its value system to help ensure the respect due all types of work, and to help make unsatisfying jobs more meaningful. It calls for recognition that some technical skills provide services just as useful as

some managerial/professional skills.

Though career education emphasizes the preparation of all people for their life's work, as mentioned earlier it also recognizes that there are other important and proper objectives for our education system. These include education for integrity in human relationships, for effective home and family life, for leisure, for citizenship, for culture, and for mental and physical health. The school experience must always aim to provide for every child and adult the opportunity to cultivate the quality of intellect, as well as the artistic and moral sensibility, that will lead to useful and satisfying lives.

Finally, career education does not mean education without rigor. Indeed, by stimulating interest in learning and thereby in evoking improved student effort, career education offers an important potential for raising the level of student performance in all school subjects.

In summary, career education is the total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.



A Reference Guide: Goals and Performance Indicators, Michigan Career Development Program, Michigan Department of Education, 1973.

7 Why We Need Career Education

In many respects the schools are doing a better job of educating our youth than ever before.

However, society demands more of our schools, just as it does of government, religion, and business. The school performance that was judged satisfactory 20 years ago may no longer be suitable for every individual. While there are complex reasons for this change, one is related to the world of work. There are relatively fewer unskilled jobs to fill at a time when more parents are properly demanding full equality of opportunity for their children. There is general recognition that as we move further into a still more complex economy, the relationship between education and work becomes closer each year, and young people need more assistance in deciding on a career.

Career education offers a promising response to this call for education reform by addressing these problems:

—For too many youth, career exploration begins after leaving school instead of during the early learning years when there is ample time to develop areas of work interest and competence.

—Youth unemployment is consistently four times greater than adult unemployment, and turnover is high. Most college graduates stay with their first employer less than three years, and high school graduates often have several jobs their first year.

—Many students are not provided with the skill and knowledge to help them adjust to changes in job opportunities. The individual normally changes occupational emphasis no less than 3 to 5 times during his work life. For education, the lesson is clear: it must increase the individual's "cope-ability"—the speed and economy with which he or she can adjust to these changes.

—There has steadily developed an increased emphasis on "school for schooling's sake." The third grade teacher seems intent on readying students for the fourth grade, the eighth grade teacher on readying students for the ninth grade, and the high school teacher on readying students for college. Instead of preparation for something, education has become, for many students, simply preparation for more education.

—In some schools, much of what happens in the classroom has too little to do with what is happening outside the classroom. They seem to attempt to prepare our young people to take their place in the community by isolating them from the community.

—Seventy-six percent of secondary school students are enrolled in a course of study that has, as its major emphasis, preparation for college—even though only 2 out of 10 jobs between now and 1980 will require a college degree. Thus, almost 8 of 10 students are receiving an education that will primarily benefit only 2 out of 10 students.

—The dropout-failure rate among college students remains among the most stable of all statistics in American education. Forty percent of all who enter college this fall will not make it to their junior year, and 50 percent will never obtain a baccalaureate degree. These adjustments are extremely costly to students and their parents in terms of money, psychological damage, and inability to plan a meaningful future.

Especially in secondary schools the curriculum is typically not realistic in terms of meeting student career needs.

WHAT'S HAPPENING TO THE STUDENTS?

1. Dropouts from U.S. secondary schools

24% drop out of school before graduation

76% actually graduate

2. Choice of curriculum among U.S. secondary school students

76% are enrolled in college preparatory or general curriculum programs

24% are enrolled in vocational education programs

3. Relatively few U.S. secondary school students graduate from college

23% will graduate from college

77% will not graduate from college

Source: *Digest of Educational Statistics, 1974 Edition*, Office of Education, U.S. Department of Health, Education and Welfare.

THEREFORE: We need CAREER EDUCATION for all students to reduce the gap between unrealistic educational programs and career needs.

Jobs in the 70's demand specialized training, not necessarily a college degree.

U.S. JOB OPENINGS DURING THE 70'S

20% of jobs require a 4-year college degree

80% of jobs require a high school diploma or training beyond high school but less than 4 years of college

Source: U.S. Department of Labor.

THEREFORE: We need CAREER EDUCATION to provide students with insight, information and motivation concerning specialized training as well as professional education.

Glimpses of Career Education

Career education reinforces academic education by illustrating the practical application of abstract principles. A subject such as geometry may appear useless to a bored student, but takes on new meaning and purpose if a carpenter shows how to use the principles of geometry in designing a flight of stairs, or an engineer in designing a bridge, or an architect in designing a gymnasium.

Even the traditional field trip to a zoo has a new dimension when it incorporates the career education concept. The students discover the challenging skills involved in designing the park's ecology, the safety of animals and visitors, the provision of food service, and in maintaining the health of the animals. Thus, a trip to the zoo becomes more than an observance of wildlife: it also stimulates a youngster's thinking about exciting kinds of work.

We have noted that career education cannot take place exclusively within the four walls of a school building; that it must involve the general community, particularly business and government employers and labor unions.

In Boston, for example, school administrators asked the assistance of business leaders in introducing a Flexible Campus Program to supplement the traditional curriculum offerings in Boston high schools.

Under this program, the classroom is only one part of the secondary education system. High school students leave their regular classrooms for expanded learning opportunities throughout the community in order to gain practical knowledge of the business world's opportunities and requirements, to develop realistic career goals, and to begin working actively toward them.

The role of the Boston Chamber of Commerce initially involved establishment of a Business Task Force to undertake an extensive survey of businesses in the Metropolitan Boston area. The results of this survey were published in a "Flexible Campus Resource Catalog" outlining the offerings from business for use by school coordinators and participating students from 14 Boston high schools (16 now participate).

In the Flexible Campus Program, the business community has two major methods by which student awareness of the wide range of career potentials and requirements can be developed:

(1) Mini-Courses—Business persons go to a particular school and teach their professional specialties or interests. Participating students get credit for the courses, which vary in length from two sessions to ten weeks.

(2) Student Work Internships—Students may go to cooperating companies for non-paid, part-time work experience 5 days a week, for 10-15 week periods. Work hours are determined according to the student's schedule, and school credit is given.

The Boston Chamber serves as the clearinghouse between business and the high schools. When a school elects to work with a company from the Flexible Campus Resource Catalog, the high school coordinator checks with the chamber to learn if this particular course or internship has already been chosen by another school. Once cleared through the chamber, the coordinator works directly with a designated company representative in developing a specific mini-course or internship program.

During its first year in 1971-1972, the Flexible Campus Program was available only to 12th grade students. It is now offered to juniors as well as seniors. Additional grades will be included in succeeding years.

In a related career education development, the Boston Partnership Program was recently established. Under this program, a large company or a consortium of small companies work exclusively with one school. This provides for a closer rela-

tionship between participating firms and the individual school.

There are many different approaches for getting career education underway. For success, each effort must accommodate the particular characteristics of the students and the community.

At the Winston-Churchill High School in Potomac, Maryland, 87 percent of the graduating students begin college. Accordingly, the career education program focuses on managerial and professional lines of work. Some 150 seniors spend from 10-20 hours a week in the offices of professional/technical/managerial employers in both private industry and government. The employer "sponsors" of this internship program include lawyers, dentists, architects, veterinarians, federal medical and scientific facilities, and elementary and junior high schools.

The sponsors are initially contacted by one of nine career advisers (one for each school department). Some volunteer their time by contacting the school and expressing an interest in the program. The sponsors agree to involve the student in the total activity of the office or other work area. The students agree to learn and contribute as their abilities permit, with the understanding that they will receive no pay or school credit.

In addition to the internship program, the Winston-Churchill High School also holds about 40 seminars a year, featuring representatives of business and government. They describe the work of their organizations and the skills and attitudes they seek in their employees. These seminars are complemented by a Career Center that makes information available on a wide range of careers.

Employers, students, and parents are pleased with this means of giving students preliminary experience in lines of work that would not otherwise be available, and that can help them decide the career they will eventually pursue. Now 3 years old, the number of students and sponsors has increased each year. Some sponsors have been "sold" on the program by other sponsors, and other Montgomery County schools are being encouraged to develop similar programs.

In Cleveland, Ohio, the situation is quite different from Potomac, Maryland. School officials in Cleveland became concerned that an increasing proportion of five central schools consisted of students from families on welfare. Too many of these students were dropping out of school, eventually to continue the welfare cycle.

In 1966, a Job Development Program was established for non-college bound seniors. Key persons are a regularly assigned school counselor and a job adviser. The job adviser is a para-professional with industrial experience who knows Cleveland's employers. At each of the five schools the job adviser develops job openings for graduates. During their senior year the students enroll in a job preparation course, to learn to present themselves during job interviews. They also make field trips to various industrial companies.

In the spring, 40-45 companies on an assigned day visit each school. They send ahead descriptions of probable job openings. These descriptions are reviewed by the counselor and job adviser with the students, and interview schedules are arranged, based on a matching of the student's interests and qualifications with the job requirements. Placement of students participating in this program averaged over 90 percent from June 1966 through June 1974. Many have used their earnings to continue their education part-time.

In Mesa, Arizona, increasing numbers of teachers are integrating career education into all subject areas of the curriculum.

A notable example took place recently when a primary teacher from the Hawthorne School made her unit on transportation "real" for her students. She contacted the Community Resource Service which arranges for classroom field trips, guest speakers, tele-lectures, and video interviews, to see if it would be possible to schedule a field trip on a train.

CRS planned a trip to Tucson via Amtrac Railroad. With the assistance of a career specialist, pre- and post-activities were planned to prepare the students for this trip. These activities covered several subject areas. The students used their math skills to determine costs, distance, and time. Reading skills were emphasized when the students did research in various books on types of trains, kinds of workers, kinds of services the workers provide, and the service a train gives to a community, state, and nation. Many of the vocabulary words found during their research became part of spelling games and lessons. Students learned many songs and read poems about trains and workers. As art projects, students not only drew

pictures of trains, but made a large scale model train for the classroom.

While students worked on these activities, the teacher pointed out and discussed how each worker might use math, reading, spelling, art, music, and science. The teacher guided the students on discussions of what kind of personality a person must have for a particular job. Does he or she like helping people? Enjoy traveling? Like working at night and being away from the family? Like working outside or inside?

The students then talked out their own interests and attitudes in relation to performing any of these jobs. Plans were completed for videotaping this experience for future use in the district. As a final pre-trip activity, the class prepared questions to interview the different railroad workers.

On the trip, students interviewed workers with varying skills, training and experience, such as the ticket clerk, loader, chef, conductor, and engineer. Post-activities included discussions, viewing of the videos taken and the writing of thank you letters. This experience helped the students develop self-awareness, educational awareness, positive attitudes toward work, and career awareness at their level of understanding.

In another development in Mesa, increasing numbers of teachers are requesting the use of the tele-lecture system. Tele-lecture via a telephone call allows large groups of students to interview people in specialized fields who can be a resource for a particular question in a particular subject, or people in high demand who cannot leave their place of work. Students develop questions that cover not only subject matter, but pertinent personal and career information. Mesa students have heard what Walter Cronkite does in his leisure time, who and what influenced John Wooden to be a coach, how Barry Goldwater views politics as a profession, and a typical day in the life of author/illustrator Ezra Jack Keats.

In the Mesa high schools, students are also able to participate in a work exposure, work experience program. A student may shadow a worker in a given occupation or profession by requesting a work exposure situation. In work experience, a situation is arranged where a student can work along with and perform tasks for the worker. In an approved work experience program, the student earns credit that is equal to one-fourth the credit that would be earned for the same amount of classroom time.

These are but a few examples of the exciting things that are taking place to make schooling more relevant in Mesa, Arizona, by involving the community in an active way.

[illegible] of New Jersey, the Task Force on Education of the New Jersey National Organization for Women compiled a roster of 200 New Jersey women employed in non-stereotypic careers including molecular biologist, tractor-trailer driver, minister, colonel, sewage commissioner, policewoman, building contractor, superintendent of schools, mayor, bank executive, veterinarian and letter carrier. These women agreed to serve as resource persons for classroom visits and for special "career days." In some cases, trips to the place of employment were arranged.

Because many books and films on career education portray women in only traditional female occupations (nurse, secretary, teacher) and because women role models in these occupations are already visible, the need is to make more visible those women who are employed in non-traditional female work. The list offers a resource that the schools may not have the time to develop but that is extremely helpful in making career education concepts meaningful to girls by offering visible role models to help them realistically expand their career options regarding what is an "appropriate" career for a woman.

The foregoing examples are merely small "slices" of career education, since this concept spans kindergarten through the Ph.D. program. But it is not possible to introduce a comprehensive program among all grades at once, so it is necessary to focus resources on a few grades initially, then expand the application of the concept.

Some Tips on Speaking to Students

Before the presentation

Prior to meeting with the students, it's a good idea to talk with the teacher who has requested your assistance. Such a conversation will allow you to

- Arrive at a clear understanding of what you are expected to do and how much time will be allotted for your presentation.
- Learn the general characteristics of your student audience—their ages, interests, abilities, and background in the topic area—so that you may adapt your presentation to their level of attention and comprehension, and avoid talking over their heads, or, equally important, talking down to the students.
- Advise the teacher of any special needs you may have—filmstrip or movie projector, tape recorder, record player, miscellaneous demonstration equipment, etc.

If you have an opportunity, you may want to rehearse your presentation. After all, even NASA has trial runs, and you'll be amazed at what it will do for your timing!

The presentation: captivate

Use the introductory segment of your presentation to "captivate" your audience.

- Relate your topic to the immediate experiences and concerns of the students. Show the connection between the topic area and the work they are doing in school. Let them know how this information is, or could be, useful to them now as well as later in their lives.
- Put yourself on friendly terms with your audience. This can be done by relating a humorous anecdote, telling an interesting story having to do with your topic, or simply adopting an informal, conversational speaking style.

Educate

There are a number of ways of maintaining the interest of the students as you "educate" them in your topic area.

- Don't rush. Proceed systematically, covering one point at a time. Emphasize key points by repeating and/or summarizing them.
- Consider using audiovisual aids to illustrate or clarify major points. Check to see that all the students can see and hear what you're presenting, and once you're through, remove each item so it won't be distracting later on.
- Display and/or demonstrate tools or instruments associated with your career.
- Actively involve the students in your presentation if you can. You may ask them to participate in a task or assist in a demonstration, or you may decide simply to direct questions to them. No matter what age level you're working with, you'll find you get a much better response if the students can do something, rather than just listen.

Motivate

In your concluding remarks, "motivate" the students to further exploration in your field.

- Pass along any ideas you have for activities that might appropriately follow up your presentation.
- If you have such resources as brochures, pamphlets, posters, or pictures available for distribution, leave them with the students to reinforce the effects of what you've done.

After the presentation

- Conduct a question-and-answer session if you feel that the time can be properly used to clarify issues or correct misconceptions.
- Allow time to circulate any items you may have brought along to share with the class. By waiting until you have completed your presentation to do this, you will avoid the risk of competing with your own materials!

. . . Now, for some specific questions to have in mind in telling *Everything You Ever Wanted to Tell About Your Occupation or Profession:*

Elementary, Grades K-6

- What are the duties of my occupation or profession?
- What are my working hours?
- Must I wear special clothing on the job?
- What equipment or instruments do I use?
- What are the working conditions—indoors, outdoors, noise, temperature?
- How are the subjects that are taught in school useful in my work? Which subjects have been the most helpful to me?
- In what ways do I depend on other people to help me do my work?
- In what ways do others depend on the work I do?
- How does society benefit from my work?

Junior High, Grades 7-9

In addition to any or all of the above:

- What kinds of interests and abilities would tend to help a person be successful in my field?
- What are the physical demands of my work?
- What personal qualities are important?
- What factors caused me to select this occupation or profession?
- What are the rewards of this type of work? The drawbacks?

Senior High, Grades 10-12

In addition to any or all of the above:

- What educational preparation is required—high school, trade or technical school, college, on-the-job training, apprenticeship?
- What jobs could young people do to help prepare them for this type of work?
- What general salary range, fringe benefits, and vacation time are typical?
- What are the opportunities for advancement?
- What are the opportunities for travel?
- Is this work performed in all parts of the country? During all seasons of the year?
- How will technology affect my career?
- In what other areas could I use my knowledge and skills?
- How does my career affect my personal life?

Adapted from material prepared by:
Center for Career Development
Mesa Public Schools
Mesa, Arizona

Career Education and Vocational Education

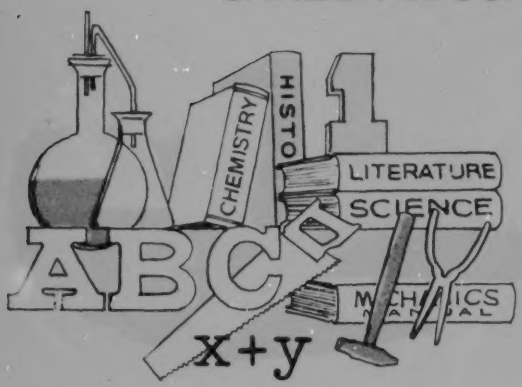
Vocational education offers training in a wide variety of specific technical and sub-professional skills, and is therefore an essential component of career education. Vocational education should continue for life—as should be true of all education—but it is initially completed at the high school level or in a post high school technical institution or community college.

Examples of jobs for which one qualifies through vocational education include those in the health services, distribution and sales, agriculture, building trades, computer operations, transportation, mechanical and printing trades, and numerous other occupations which typically do not require a baccalaureate degree.

Career education, on the other hand, links learning activities with jobs along the entire range of skills—from the subtechnical to the professional career—and in addition, emphasizes decision-making skills to improve individual choices concerning work and education or training. Career education is therefore all-inclusive in that it encompasses vocational education, academic education, and managerial/professional education, as well as career exploration and career selection. By way of contrast, vocational education has a more limited mission of specific skill training.

Though the vocational and baccalaureate fields of study are delineated, students may shift from one field to another, and often do. The vocational student learning to be a medical technician may, after a period of work, return to college as a baccalaureate student seeking training as a dentist or other advanced level of the medical professions. And the electrician may later decide to obtain a degree in electrical engineering. Though both students may first have to complete prerequisite subjects, their vocational training nevertheless provides entry into a work experience or career field that stimulates further specialization or advancement. Indeed, many colleges are granting credit for work experience that was obtained as a result of earlier vocational training.

CAREER EDUCATION identifies with . . .



. . . ALL subjects

. . . ALL people

. . . ALL ages

. . . ALL jobs

Source: *Arizona Career Education–What Is It?* Arizona State Department of Education, 1973

The Career Education Team

Career education will never be implemented by individuals acting alone, but by persons acting in concert with those whom they share a common interest or responsibility. Existing organizations—committees, study groups, service clubs, unions, trade and professional associations, chambers of commerce—might appoint an interested and knowledgeable member to act as their representative. Here is a description of persons comprising "the career education team" and what they do:

School Administrators and School Boards

—Obtain support and commitment for career education programs from teacher organizations based on good will and agreement on the need for better education.

—Provide leadership in gaining the support of students, counselors, parents, and community for career education.

—Develop a plan for implementation and evaluation for a curriculum integrated with career education.

—Explain credit eligibility for non-traditional learning experiences.

—Bring together and coordinate the personnel, resources, facilities, and activities of the subsystems that exist within the district.

—Offer inservice programs designed to provide staff with career education concepts, procedures, and materials.

—Develop and support an atmosphere conducive to the utilization of teaching methods designed to meet individual needs.

—Equalize career placement effort with college placement effort.

Classroom Teachers

—Help students develop positive attitudes toward themselves, others, work, and those who work.

—Relate what students learn in a particular subject area to future education and occupational alternatives and how knowledge and skill offered by that particular subject area relate to work and living.

—Reinforce steps in decision making and the importance of students being responsible for their own decisions.

Industry-Education-Labor-Professional Community

—Provides stations for observation and for actual work-study experience.

—Participates in designing realistic curricula for various career clusters.

—Helps develop and administer job placement programs.

—Volunteers as resources in the school.

—Helps develop support for career education.

Counseling and Guidance Personnel

—Serve as a resource consultant to teachers, students, administrators, parents and others seeking information.

—Invite technical and vocational school representatives to college night or career day programs, along with other representatives and employers.

—Provide information related to a wide variety of career options.

—Serve with other education personnel as liaison between the school and the business-industry-labor-professional community.

—Assist in placement of graduating students with employers in addition to providing guidance to others going on to technical schools or colleges.

PTA's, Ethnic and Cultural Groups, Civil Rights Agencies, and Other Service Organizations

—Examine and understand the career education concept.

—Stimulate support for career education among

parents and the community generally.

—Make available to schools the talents of their members as a resource in implementing career education.

The Family

—Helps their children in developing positive attitudes toward work and in acquiring good work habits.

—Helps acquaint their children with the career considerations of different kinds of work.

—Volunteers as resource for the school.

Student Groups

—Serve as advisers to the policy making board for career education.

—Ask teachers to emphasize career implications of subject matter.

—Encourage all students to understand relationships between education and work.

While the foregoing descriptions are somewhat arbitrary, the important point is that a broad-scale introduction of career education requires, in the words of former Commissioner of Education Sidney P. Marland, "bringing the school into the community and the community into the school." This requires a coordinated effort by a career education team that includes many persons not normally associated with the traditional learning process. It therefore also involves new relationships and activities for education professionals.

How to Get Started

"The best way to begin is to begin," says Dr. Kenneth B. Hoyt, Director, Office of Career Education, U.S. Office of Education. Dr. Hoyt is not implying the task is simple. He is saying that there will be little progress until a school trustee, board member, administrator, counselor, or teacher asks a business person or local labor union or chamber of commerce official or other service organization leader to join in a mutual effort to acquaint students with the world of work.

Or until the business person or labor official or other community leader makes the overture to a school leader. The initiative can come from a variety of sources.

A lay person serving as school board member can be an ideal initiator, since the school board sets the policy carried out by professional educators. Other ideal persons for getting change underway include the superintendent, or the director of career education, or a school principal. But with appropriate approval and support, a teacher or guidance counselor can get things started.

The important point is not so much who takes the initiative, but that *someone* takes the initiative. Granted that success is enhanced if the superintendent of schools or the mayor or the president of the chamber of commerce gives full commitment to career education. But in the absence of such action, any other informed persons should work for change. And their first visits should include the superintendent's office, a labor leader, a business leader, and other leaders in the community, to persuade them of the merits of career education and to enlist their support.

And this person should have clearly in mind what it is he or she wants educators and the business/labor/professional/community leaders to do. A specific request for assistance will produce results. A description of a successful school/community program will help illustrate the level and type of active involvement desired, as well as the benefits that should extend to all participants. An employer or union representative will want to know how much staff time and other resources must be committed to a students' work experience or work observation program. A meeting that only describes the problem in a general way, and that offers no proposals for solution or requests for specific kinds of assistance, will produce only general discussion and "turn off" persons who might otherwise provide valuable help.

In many school systems certain aspects of career education are already underway. Some areas have organized career education action councils or industry-education-labor councils as the coordinating body involving key members of the community in carrying forward the career education program on a continuing basis.

The bibliography on pages 17-18 lists sources that describe implementation procedures. Any successful effort must involve citizen participation, good teamwork, and strong dedication. Because tremendous differences exist among school districts and their communities, there is no single procedure for beginning to convert your system to career education. Often it takes just one person to get the ball rolling. In every system and community, however, there are some common processes involved in getting started. The basic steps of a suggested approach are sketched here:

—Organize a "starter group" that includes school board members, school administrators, teachers and their association (union) representatives, and counselors, as well as representatives of business, labor, women's organizations and minority groups; obtain resource materials in career education.

—Explain the career education concept and how it will benefit students and teachers, as well as employers and the community generally.

—Encourage the school board to provide for the in-service education of teachers and to establish a schedule for the implementation of career education.

—Build public support through PTA forums and local radio and TV panel programs.

—Survey employers, labor unions, women's groups and minority organizations, and talk to the employment service to learn trends in job skills. Identify companies that will provide work orientation for students and teachers, including part-time paid and unpaid employment.

—Analyze and recommend priorities for action: where should limited resources be applied? At what grades will you first begin?

—Identify ways of incorporating the career education concept into the curriculum, based on recommendations of teachers and their association (union) representatives, and of local leaders in various careers.

—Provide for continuous review and revision of the program.

Where to Get Help

In every state (and the District of Columbia) there has been a person designated as the Coordinator of Career Education in the State Department of Education. For names and addresses, write to Office of Career Education, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. 20202.

Most organizations listed on the flyleaf can refer you to one or more of their members in your state or city who can offer assistance.

Several articles, books, and films have been published during the past few years that examine the career education concept and provide useful information for implementation:

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Films

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Career Education in Georgia, 16 mm. color; 30 minutes; free rental; Georgia State Department of Education, Atlanta, Georgia.

Career Education: Steps to Implementation, 159 color slides and audio tape real; purchase price $25.00; National Audiovisual Center, Washington, D. C. 20409.

Women in World of Work, 16 mm. color; 14 minutes; purchase price $175.00; rental $17.50; Vocational Films, 111 Euclid Avenue, Park Ridge, Illinois 60068.

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Chairman

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Executive Director

December 20, 1974

To: United States Chamber of Commerce
1615 H Street, N. W.
Washington, D. C., 20062

We congratulate the co-sponsoring organizations of this booklet in calling attention of the general public to a national focus on Career Education.

Options of opportunity will be increased through combined efforts of Industry, Labor, and Education.

"A National Policy on Career Education", Eighth Report of the National Advisory Council on Vocational Education, addresses Career Education as a universal necessity requiring the integration of all educational resources.

Consistent with opportunities and limitations of advisory groups, this Council seeks to work cooperatively with all organizations toward achievement of common goals.

Caroline E. Hughes

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